Wellesley College News

XLVI 2 311 WELLESLEY, MASS. JUNE 18, 1938 No. 30

Drs. Gilkey And Wilkins To Talk

Baccalaureate Service, Choir Vespers and Graduation on Sunday and Monday

SIXTIETH GRADUATION

Solo or Symphony is the subject of the Baccalaureate sermon to be delivered by Dr. Charles W. Gilkey, dean of the University of Chicago chapel. Dr. Gilkey will address the class of 1938 and alumnae at the Baccalaureate service in Houghton Memorial Chapel, Sunday, June 19, at 11:00 A. M. Dr. Gilkey, who is an author, minister, and teacher, was graduated from Harvard university. He received his D.D. from Williams and attended the universities of Berlin, Edinburgh and Oxford.

At 8:00 P. M. Sunday evening Memorial Chapel will be the scene of Baccalaureate vesper services when the Wellesley college choir presents a program of compositions by Palestrina, Bach, Mozart, Grelchaninof and Honegger.

Wellesley's sixtieth commencement exercises will begin at 11:00 a. m. Monday, June 20. At 10:30 a. m. promptly the procession of seniors, alumnae and faculty will assemble on Norumbega Hill and proceed to Alumnae Hall. There Dr. Ernest Hatch Wilkins, author, and president of Oberlin college, will give the Commencement address, and degrees and honors awards will be conferred. Dr. Wilkins, an Amherst graduate, holds degrees from Harvard, the University of Chicago, Western Reserve and Beloit. During the war he served as associate secretary of the War Personnel Board of the National War Work Council of the Y. M. C. A. From 1928 to 1934 Dr. Wilkins was Chairman of the Committee on Coordination of Efforts for Peace, and he has written extensively on Italian literature and educational problems.

Incipit Vita Nova is the title Dr. Wilkins has given to his address, which is reported to reflect Dr. Wilkins' own marked interests as a scholar in literature and an authority on Dante.

France Sends Books For Student Prizes

Wellesley Students Receive Volumes; Library Exhibits Collection In Reading Room

The French government sent Wellesley college a number of books to be distributed as prizes among the best students of the department of French. The following students received awards for the excellence of their work in French: Phyllis Barrett '38, Virginia Dwinell '38, Lucile Johnson '38, Alice Pasternak '38, Carol Strater '38, Hannah Thomas '38, Camilla Davis '39, Vivian Delaney '40, Clarice Grosshandler '40, Edna Jeffery '40, Margaret Samson '40, Dorothy Dart, grad., and Katherine Doering, grad.

The French department of education is presenting sets of contemporary French books to "the leading universities and colleges of America which have especially contributed to the development and spreading of French literature and science in the United States." Wellesley college has just received over 150 works. This valuable collection will be exhibited this week-end in the reading room of the library.

SIMPSON INFIRMARY WOULD APPRECIATE ANY FLOOR LAMPS GIVEN THEM BY SENIORS WHO HAVE NO FURTHER USE FOR THEIR LAMPS.

HANDS ACROSS THE SEA

Mme. Chiang Kai-Shek could not be present at the reunion of her class, 1917, or the graduation of her new class, 1938, of which she is an honorary member, yet she has not forgotten her Wellesley affiliations. Each member of the two classes will receive, as a remembrance from her, a tea bowl, a packet of her favorite brand of tea, and a small Chinese flag. In addition to these individual gifts, a personal representative of Mme. Chiang presented to the college an eight-foot-long Chinese flag. Also, to members of 1917 their classmate sent small teaspoons. If extra tea bowls remain after breakage allowance, they will, following Mme. Chiang's suggestion, be given to Tau Zeta Epsilon, her society.

The college received the gifts from the former Mayling Soong at a presentation ceremony Friday afternoon in the faculty tea room in Green hall. Class officers of 1938 and 1917 accepted for their members. Other members present at the ceremony included Mrs. William H. Baltzell, chairman of the gifts committee, for the trustees, F. Murray Forbes, a former ambassador to China and to Japan, Sally Curtis '38 and Dorothy Stout '39, the outgoing and new presidents of T. Z. E.

The class of 1917 has sent gifts also, not to their classmate but to China. They have sent the money usually spent on costumes to the aid of starving children in the Chinese war. During their reunion dinner at 1812 house Saturday evening they will drink from their tea bowls not to, but with, Mme. Chiang, in accordance with her written request.

Dean Gives Interview On Leaving Wellesley

By Betty Golden

Seated behind a desk laden down with philosophy examinations and all the official literature that encumber the life of a dean during these short days before commencement, Dean Mary L. Coolidge gave little impression of the college administrator or the eve of resignation. She is still too preoccupied with academic programs and faculty committee meetings to give serious consideration to personal plans for the future.

"I feel half-witted," she insisted, "at not having anything to tell my friends about my plans for next year." Dean Coolidge will be away on leave during 1938-39, but with her present concern with college plans way in advance, she admits that "It is a great relief to think of a year in which nothing will have to be planned until the last moment." When that moment does arrive, Dean Coolidge will hie herself to "a university library in a university atmosphere," where relieved of the pressure of constant committee work she will have some real leisure for study and research. Philosophical value theories are her particular field of interest and she intends to devote some time to the study of those theories in connection with various of the social sciences.

Concerning her plans for a "vacation" Dean Coolidge mentioned a trip abroad that will combine the pleasures of study and relaxation. "I am looking forward to a spring in Europe — England, or Italy perhaps,

(Continued on Page 6, Col. 4)

Alumnae Will Hold Annual Stepsinging

The class of 1838 will join the alumnae at the final stepsinging, tonight, Saturday, June 18, on the chapel steps at 10:30 p. m. The singers will march, carrying lanterns. Kate Supplee '37, song-leader last year, will lead, and the seniors will present this year's winning competition song. Classes will be judged on the quality and volume of their singing.

Classes Will Meet At Dix Breakfasts

The annual Dix breakfasts, really early morning Dix "coffees," will be held Sunday morning, June 19. The classes of '17, '18, '18, and '20 will meet in Alumnae hall at 9 a. m. for their "coffee." The chairman for these classes is Mrs. Samuel H. Cross. The classes of '98, '99, '00 and '01 will gather on Clafiin terrace at 9:30 a. m. Their chairman is Miss Ethel Pennell.

The class of 1913 will have a special breakfast at Pomeroy the same morning at which they will hold a panel discussion on the topic, "Education for Women."

President To Greet '38, Guests, Alumnae

Miss Mildred H. McAfee will entertain at the President's reception on her lawn Sunday, June 19, from 4 to 6 p. m. She will receive members of the graduating class, their parents and guests, alumnae and members of the faculty.

Assisting Miss McAfee on the receiving line will be Miss Mary L. Coolidge, dean of Wellesley college, Mrs. Mary C. Ewing, dean of residence, Miss Lucy Wilson, dean of the class of 1838, Lucile Johnson, president of the graduating class, and Mrs. Hortense Reed, president of the Alumnae association.

The reception will be held in Alumnae hall in the event of rain.

President Comments On Faculty Changes

Committee Studies Problem of Proper Emphasis on Teachers' Training

In connection with the announcement of new appointments to the faculty for the year 1938-1939, President Mildred H. McAfee made the following statement:

"Sixty years ago, in 1878, Wellesley established a Teachers' Registry 'by which those students who expected to teach might bring their qualifications before the schools of the country.' Thus early in its history the college testified to its interest in having its graduates enter the teaching profession. The department of education antedated the state laws on certification and was a pioneer in emphasizing the importance of the study of education as a part of a liberal arts curriculum.

"There is at present a wide-spread interest throughout the country in the most effective method of training teachers and in the responsibility of the liberal arts college for performing that function. It has seemed to be an opportune time for Welles-

(Continued on Page 6, Col. 2)

Alumnae Parade In Gay Colors To Show Eternal Class Spirit

FROM NEAR AND FAR

Class statistics show that alumnae from all over the United States and the world will meet here in varying numbers this week-end. The class of 1918 is planning on having the greatest number present, 150, and has one member who will fly from California, Edith (Mitchell) Coffeen, and another, Daisy Alterbury, who has come from China. 1913 ranks next with 138 members, several of whom come from long distances—Marian (Rider) Robinson from China, several from California, one from Montana, and possibly one from Haiti. The class of 1919 will have 98 representatives, some from Ohio, Indiana, Illinois, Iowa, Wisconsin, and North Carolina.

Twenty-five members of '88 will return for their fiftieth reunion, with Martha (Stewart) Nichols coming from Los Angeles, the farthest distance. Two members of 1920 who have traveled far are Edith (Averill) Tirrell, who has come from Germany, and Ruth (Roche) Elder, who arrived from Termanshah, Persia. '99 will send a member from California, Grace (Sutherland) Leonard; from Manitoba, Maude (Burroughs) Hignell; and from Mississippi, Corinne Wagner.

Seniors To Observe Tradition At Supper

The annual senior supper will be held on Monday, June 20, in Alumnae hall at 7 p. m. There will be a special table for the guests of honor in the class of '38, among whom are Miss Mildred H. McAfee and Miss Lucy Wilson, dean of the graduating class.

Virginia Spangler '38 will be toastmistress and Patricia Dyer '38, chairman of the supper. The age-old tradition by which members of the class who are engaged run around the table and married members stand on their chairs will again be observed.

1917, in White, Sends Costume Fund to Madame Chiang For Chinese Orphans

AWARDS FOR ORIGINALITY

The alumnae will show their originality in a parade this afternoon, Saturday, June 18, at 3:30 p. m. on Tower Court green and will receive awards for their ideas at 4:30 p.m. in the Greek theatre of Alumnae hall. The classes of 1879, '80, '81, and '83, who have been out of college the longest, will not take part in the parade but will show their class spirit by wearing ribbons of their class colors, or tags bearing their class numerals.

White will predominate. Members of 1888, here for their fiftieth reunion, will "aim at elegant simplicity and uniformity" by wearing white dresses, accessories of the same color and bunches of violets, their class flower. 1901 will also wear all white and will carry bunches of red carnations. '98 will have white dresses and cornflower blue accessories, while 1913 will wear iris blue to contrast with the white. 1900 will recall the "Gay Nineties" in their purple "Gibson Girl" hats and big purple veils.

To show their "perennial freshness," members of '99 will don green capes and carry green bags. The class of 1920 aims at a Spanish effect.

Members of '17 will carry flags, banners, and placards explaining that they are without costumes because the money has been sent to "Mayling," (Madame Chiang Kai-Shek) to aid orphaned Chinese children. Their theme, however, will be Chinese, from the "class baby" dressed in Chinese costume to the grotesque Chinese lion in the rear.

The parade of the class of '18 will be a humorous parody of the alphabetical triplets of today—the WPA, the CCC, AAA, and others. 1918 will cavort in blue and white printed

(Continued on Page 6, Col. 4)

Miss Emma Mills '17 Speaks of Her Friend, Mme. Chiang Kai-Shek

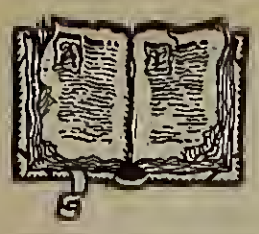
By Jane Strahan

Among those returning for the 1917 reunion is Miss Emma De Long Mills, a close personal friend of Madame Chiang Kai-Shek both here at Wellesley and later in China. The reporter found Miss Mills in Severance about to be confronted with publicity cameras, and managed to corner her for a treasured interview.

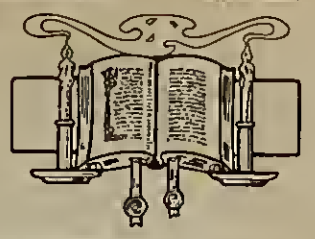
Miss Mills is the granddaughter of the famous explorer whose adventures are recorded so vividly in Edward Ellsberg's *Hell on Ice*. Saved from the wreckage of their ships which had been crushed by heavy ice jams, DeLong and 8 or 9 members of his party died in northern Siberia of starvation and exposure. ("I always tell doctors that when they ask me what my relatives have died of," interjected Miss Mills. "It's very effective!") A recent article in the *New York Times* told of the rediscovery of a message thought to have been left by Dr. DeLong, but its identification still remains uncertain.

After graduation Miss Mills was in China for three years, mainly doing newspaper work. While there she was in close contact with Madame Chiang. "As a matter of fact," she said, "it was Mayling who got me my first job in China." Miss Mills has a natural enthusiastic interest in the reunion of her class and its dedication of parade costume money to Madame Chiang Kai-Shek. Miss Mills had with her several of the letters she had received recently from Madame Chiang, and the reporter was privileged to read them. "They sound just like her," laughed Miss Mills, "but they are probably too personal to quote." The letters describe the gifts that Mayling Soong is sending, escorted by an attaché of the Chinese embassy in Washington, to her classmates of 1917 and 1938, and carry her wish that she could be back in Wellesley too to renew those contacts made so long ago. One of the letters reads, "I only wish that I could have nothing to worry about but getting up for an eight o'clock class, but I remember how hard I used to think it was on those cold winter mornings!"

These letters, although written in the midst of wartime stress and fighting, show Madame Chiang Kai-Shek's presence of mind and unfailing optimism. It is with the poor war refugee children that her work and greatest sympathy continues.



Literary Supplement



Letters Reveal Life In England

Winifred Holtby Shows Change in Intellectual Life of Alert, Humorous Mind

by Shirley Heidenburg

Letters to a Friend, by Winifred Holtby, New York, Macmillan Company, 462 pp. $3.50.

Written to a friend in South Africa, the letters of Winifred Holtby give a panoramic view of England behind the intellectual life of the author during the years after the World War.

Miss Holtby's first letter, written in 1920, reveals a girl keenly sensitive to the world about her despite her new dignity acquired with the position of teacher of history. With the freshness and vitality of one aware of what a splendid world it really is, she describes a play, a tea party, and a paper she has written on "Hobbes' Theory of Natural History." Her last letter, dated July 4, 1934, tells of writing articles for *Time and Tide*, of working on a novel, and of an appointment at the House of Commons. Yet she still finds "London so full of interesting things and people and swarming with life."

RETAINS HUMAN INTEREST

Winifred Holtby's letters bear the impress of a mind bursting with activity. She has a masculine understanding of politics and social and economic problems; yet she never loses her feminine interest in humanity. She cannot be casual about coal strikes and the possibilities of another war, and is often discouraged because of her own inadequacy to "do something." But there is always the imp of good humor in her letters. Her delightful characterizations and quips at the expense of the landlady or the chairman of the "Connaught Club" indicate her splendid sense of humor and quick observation.

RELIVES PAST IN LETTERS

During the decade in which she did not even see her correspondent she retains a lively interest in their mutual friends. She is never too busy to see "Pugh" and to wonder how "old Brownie" is getting on. Many times she longs to recapture the "old days," and in her letters is remarkably successful in making us relive them with her. She reacts to the big things and the little things of life with equal warmth and generosity. Her "loves" range from the Charleston and Goethe's "Faust," to a "yellow cat with black stripes who lives in London bridge station." She writes about poetry and the current books, the people she meets, and the house she lives in, and does so in the clear running style which proves that letter writing is not a lost art.

BOOK HAS HISTORIC VALUE

"Letters to a Friend" has a historic as well as a literary value. The book reflects the changing perspectives of men and women in the post-war reconstruction period. Seen through the eyes of such an astute observer as Winifred Holtby the affairs of the hectic decade take on a surprising unity. When Winifred Holtby died in 1935, England lost a vital personality as well as a splendid author. We are indeed fortunate to have this chronicle of the beginnings of a brilliant career.

I WANT TO READ:

T. E. Lawrence, *Seven Pillars of Wisdom.*
Kenneth Roberts, *Northwest Passage.*
Proust, *Remembrance of Things Past.*
Steinbeck, *Of Mice and Men.*
Dostoevsky, *Crime and Punishment.*
Lewis, *It Can't Happen Here.*
Santayana, *The Last Puritan.*
T. Wolff, *Time and the River.*
Hemingway, *A Farewell to Arms.*
Dos Passos, *The Forty-second Parallel.*
Sinclair Lewis, *Main Street.*
Buck, *The Good Earth.*
Gosse, *Father and Son.*
Heiser, *An American Doctor's Odyssey.*
Wharton, *Ethan Frome.*
Chase, *Silas Crockett.*
Douglas, *Green Light.*
Maugham, *Theatre.*
Lin Yu Tan, *The Importance of Living.*
Brittain, *Testament of Youth.*

I. Dinesen Depicts African Farm Life

by Janet Bieber

Out of Africa, by Isak Dinesen. Random House, New York, 1938. 388 pp. Price $2.75.

In the beginning of *Out of Africa*, Isak Dinesen explains the importance of the rhythm of Africa as a clue to the understanding of the animals and the native people. This knowledge of the slow, meditative African rhythm lends power and strength to Miss Dinesen's book. The author has taken the foreign tempo and made it an integral part of her being. She has learned this tempo and its variations so completely that by telling the story of her African life she gives us an insight into the vitality of that continent.

Isak Dinesen settled on a Kenya coffee farm and became one of the most important members of the community. The understanding and love which she had for the native blacks was remarkable. It was friendship based on real understanding. She did not love Kamante, the little native boy, because he was in any way like herself, but because she came to know and understand the things in his temperament which were foreign to her nature. She learned to love him for his courage and the calm composure in his almost Oriental acceptance of his fate.

The author's time was not spent entirely with the natives, for she learned the rhythm of animals as well as humans. Her description of Lulu the antelope provides an excellent example of her genius and her command of words.

"Lulu by that time was only as big as a cat, with large, quiet, purple eyes. Her ears were smooth as silk and exceedingly expressive. Her nose was as black as a truffle. Her diminutive hoofs gave her all the air of a young Chinese lady of the old school, with laced feet."

Isak Dinesen had to leave the farm which could not be maintained on a paying basis. "Farewell to the farm," the final chapter, is doubly sad. The reader can feel with the author and share her sorrow. And the reader feels equally sad because it is the end of an adventure with a great person, one who had a genius for understanding people and a capacity for friendship, as well as a rare appreciation of nature and man.

Book Describes Family's Perils

Phyllis Bottome Shows Lives of German Jewish People in Present Nazidom

by Jane Strahan

The Mortal Storm. By Phyllis Bottome. Little, Brown and Company, April, 1938. 347 pages, $2.50.

The Mortal Storm is the moving story of a family and its vain struggle for equilibrium against the alien uncertainty of Nazi Germany. The immediacy of the theme bares the depths of human emotion and reveals the untried nobilities and weaknesses that are inevitable in time of stress.

Professor Roth, a world famous Jewish scientist, and his aristocratic and loyal wife fight in the face of slander and injury to keep the unbiased liberalism that has been always theirs. Their two older sons, Olaf and Emil, are the passionate followers of the creed of the Führer; the twelve-year-old Rudy is a sensitive little Jew bewildered by the taunts of former friends and playmates. The story centers around Freya, the daughter, whose intelligence and ideals rebel against the cold blooded methods of the Nazi régime, giddy with the realization of its power. Freya gives her love to Hans, a fearless youth representing the solid German peasantry, who, before her eyes, is shot for his communist convictions. Professor Roth dies too as a dangerous enemy of the Reich, because he is an idealist and proud of being a Jew.

The Mortal Storm is not only the saga of the Roth family but of the stifled humanity of all Nazi Germany. Olaf, so bullneadedly Nazi, is the youth that Hitler has created; "In his heart of hearts the acts he committed and still said were right, he really did not think right—this was his defeat." The author has drawn a strangely vivid picture of the innumerable human tragedies carried in the wake of a great national tragedy. Because we are today so close to "The Mortal Storm," it becomes vital to us as a dramatization of contemporary history.

Nevil Shute Writes Small Town Novel

by Marion Gerson

Kindling, by Nevil Shute, William Morrow and Company. New York, 1938. 279 pages. Price $2.50.

How can a man, deserted by his wife and at loose ends, recreate his life so that it once again has purpose? *Kindling* shows us the development of a great English financier from a mere machine into a human being with a conviction that what he is doing at last is right.

Kindling is a study of Henry Warren, the financier, and of the small town of Sharples. Both Warren and the other people develop from spiritless, purposeless entities into beings with a conviction in life.

Primarily interested in the unfolding and change in Henry Warren, the author is also concerned with the effect that his accidental coming to Sharples has on both Warren himself and on its citizens. As a man Warren is absorbed in his work, his humanity warped by his wife's desertion. Deciding that change and exercise are what he needs most, he goes to northern England on a walking tour. Appendicitis attacks him and he is taken to Sharples' community hospital. Here his quick mind surveys the town, which is quiet with the deadly calm of unemployment. How Warren manages to change conditions, although imprisonment is his lot, is related dramatically by the author.

The reader is compelled to race through the book, drawn by the power and rapidity of Mr. Shute's writing. The story, in itself, is interesting although a little far-fetched. Nevertheless, the plot is enhanced by the force of the author's style.

Book Centers About Jazz Master's Life

by Marilyn Evans

Young Man with a Horn, by Dorothy Baker, Houghton Mifflin Company, The Riverside Press, Cambridge, 243 pp. $2.50.

Dorothy Baker's *Young Man with a Horn* is a story that "has a ring of truth and an overtone or two." It is the story of a number of things—of the gap between a man's musical ability and his ability to fit it to his own life; of the difference between the demands of expression and the demands of life; and finally of the difference between good and bad in a native American art form, jazz music." The story has not a great tragic theme, though it ends with the death of Rick Martin, king of hot trumpeters, who had no choice other than to let out the rhythm in his soul.

Rick Martin is skyrocketed to fame when a famous orchestra leader hears him and brings him to New York. In a Harlem night club he meets Amy North, brilliant, perverse, complex; she keeps her Phi Beta Kappa key hanging by a chain from the head of the shower, to "remind her she is too bright a girl ever to try anything funny in the bathroom like drowning herself standing up or drinking iodine through a straw." Rick marries Amy, and they live a gay, impulsive life until Amy starts going to Columbia again, studying for her M. D. Rick still has his music and goes on playing the wildest and sweetest trumpet you ever heard—he is an artist, "burdened with that difficult baggage, the soul of an artist. But he hasn't got the thing that should go with it—the ability to keep the body in check, while the spirit goes on being what it must be. And he goes to pieces, but not in any small way. He does it so thoroughly that he kills himself doing it."

READING IN RELATED FIELDS

Astronomy:	James Stokley, *Stars and Telescopes.*
Art:	Samuel Lewisoon, *Pictures and Personalities.*
Bible:	Hazen, *Christianity and Our World.*
Botany:	F. J. Salisbury, *The Living Garden.*
Chemistry:	Eve Curie, *Life of Madame Curie.*
Economics:	Edward Lezinson, *Labor on the March.*
English:	Isak Dinesen, *Out of Africa.*
German:	Benno von Mechaw, *Der Vorsommer.*
Geology:	Lunn, *The Gold Missus.*
Greek:	W. H. D. Rouse, Homer's *Odyssea.*
History:	Winston Churchill, *Great Contemporaries.*
Hygiene:	Agnes Wagman, *Modern Philosophy of Physical Education.*
Latin:	Buchan, *Augustus.*
Music:	Marcia Davenport, *Mozart.*
Philosophy:	Santayana, *Sense of Beauty.*
Spanish:	Elliot Paul, *Life and Death of a Spanish Town.*
Speech:	West, Kennedy, and Carr, *Rehabilitation of Speech.*

Austrian Tells Of His Country

Schuschnigg Writes Story of His Life and of Austria Up to Present Time

by Carol Lewis

My Austria, by Kurt Schuschnigg. Alfred A. Knopf, New York, 1938. 308 pp. Price $3.00.

The Austria of yesterday is Kurt Schuschnigg's Fatherland, for which he sacrificed the Austrian Republic, and perhaps his own life. It is difficult for us to understand the turmoil and political chaos which lay behind the formation of post-war Austria, and even more difficult to get at the heart of a man who so loved his ideal that he sacrificed his state. *My Austria*, the autobiographical history of a country now dissolved perhaps forever, gives us a glimpse into the hidden soul of the German-Austrian spirit, and offers us an appreciative study of Austrian culture.

AUTHOR'S VIEWS COLOR BOOK

The historical outline of Austrian growth, interesting in itself, is not the most remarkable part of this book. Although Mr. Schuschnigg, as he himself declares in the foreword, has attempted to keep his individuality from obscuring the development of the story, it is his ideas, his personality, which make the book more than a historical sketch, and transform it into a living testimonial of the Austrian spirit. The reader, indeed, can be thankful that Mr. Schuschnigg failed in this purpose, for in so far as *My Austria* is personal, it is vivid, in so far as it is individual, it is outstanding.

The average American has been bewildered by the claims and counter claims made in view of the recent dissolution of the Austrian state. Austrians are undeniably German, indeed, in Mr. Schuschnigg's own words Austria's task "is a conspicuously German task"; Austria's historical mission is to "build the bridge toward a new realization of the Reich idea in the modern age. To bring together the various nationalities, their civilizations and languages . . . for the sake of a common pacific development founded upon and led by German tradition . . . that is Austria's historical mission in the new form," writes Mr. Schuschnigg.

Anyone familiar with the militaristic doctrines and ideals of racial supremacy upon which the National Socialist State has been constructed can see in the pages of *My Austria* the eternal conflict between two antagonistic German ideologies.

SKETCHES EUROPEAN LEADERS

Aside from an inspired and well rounded picture of the Austrian ideal, *My Austria* gives a series of excellent, if one sided character sketches of outstanding European politicians today. In the international field we see Mussolini, Von Papen, Von Schleicher, Von Hindenburg, and many other German dignitaries. First among Austrian statesmen comes Engelbert Dollfuss, assassinated by the Nazis July 25, 1935, to whom Mr. Schuschnigg dedicates his book.

We cannot, as we read his story, fail in sympathy and admiration for the man who denied the state to save the ideal; who gave up the Austrian Republic rather than surrender the Austrian reverence for tolerance, humanity, and peace. He declares,

"There stands at the end of all questioning, the clear proud German utterance, defying all storms and reverses, all cheap detraction; one for all time: Austria! Austria! Again, and forever, Austria!"

THE PEREGRINATING PRESS

PERRY thought that perhaps the Kingdom had come when he saw about two hundred cars packed in front of a tiny church in the wilds of Scituate. Then he read the board which announced that the subject for this Sunday's sermon would be "Heaven or a Hangover."

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EVOLUTION, always a popular subject, called forth the remark from a teacher, "Arms are primitive but they are still useful."

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The same geology teacher gave a further explanation of evolution and Perry was puzzled to hear her speak about animals gone to size, animals gone to degeneration and in discussing the giraffe—animals gone to neck.

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REALLY Perry began to have doubts about the serious content of Wellesley art courses at the Severance lunch table. Noise being particularly bad, Perry thought his neighbor had a slightly perverted sense of humor when she insisted on talking about a famous picture called "The Man with the Pig" by Van Oinck!

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RECENTLY Perry's art professor somewhat ruffled the feathers of her class when she announced in the examination: "You will have twenty identifications and then twenty spot slides. I'll *tell* you when the *spots* begin!"

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YESTERDAY Perry sat in on a packing session. After one of the girls had tried on her new hat, her friend remarked that it was a cute hat. "Only $2.98," the owner replied, "isn't it priceless?"

Perry the Pressman

The Future Of Wellesley Drama

With the beginning of summer vacation directly in front of us the mention of next year and next year's activities is distinctly out of place. And yet there are many of us who are constantly looking ahead where drama is concerned. In the past the drama at Wellesley has not been consistent in its attainments, although this fluctuation is to be expected because of the ever shifting population. Nevertheless, with a dramatic club such as Barnswallows, with a theatre such as Alumnae hall, with a play production course such as Theatre Workshop, and with many academic drama courses from classical times to the modern period, there is no reason why we should not maintain a high level of production. Surely we have the intelligence necessary to produce good drama, and I believe we have the talent and enthusiasm.

Before any dramatic club can receive the serious respect and consideration that it wishes, it must produce plays worthy of this interest. That is easier said than done, but it seems to me that one method for achieving this end is to cut down the number of productions per year and lavish more care on the few which are left. Since it is obvious that a drama in which women take men's parts can never reach the same degree of perfection as one in which these parts are filled by men, it might prove more satisfying to both the audience and the cast if all our plays contained men.

One possible solution might lie in turning for help to some of the amateur dramatic clubs in the vicinity of Wellesley, many of whose members not only have a great interest in drama and some real experience in it, but also a car or some other means of transportation.

When any progress is to be made, it is necessary to experiment; Wellesley should not be afraid to try new plans, and the trial and error system might prove useful in the end. I very timidly offer, as drama critic, two radical suggestions culled from conversations over a long period of time and from communications with dramatic clubs of other colleges. In the first place unification, or at least coordination of Theatre Workshop and Barn in at least one play, and in the second the idea of an invited audience.

No doubt there is some question in many people's minds as to the necessity for changing anything about Barnswallows We enjoy putting on plays and we like them to be fairly good. But many of us do not wish to stop there. We wish the drama here at college to grow better every year, and there is no reason why it should not. Perhaps we are hypercritical, but our intense interest forces us to be so. Our suggestions may be entirely unworthy of thought, but they are an indication that the students have sufficient interest in the drama to have opinions and to strive always for a higher goal.

L. S. '39

Alumnae Will Study Social Institutions

"New Cross-Currents of Thought about Human Nature and Social Institutions" is the theme for the activities of the Alumnae College from June 20-24. Registration for alumnae, their friends, and families will be from 4:00-6:00 p. m., Monday, June 20. Following this will be a dinner at Tower court, an introduction by Mr. Alfred Sheffield of the Department of English composition, and a recital by Mr. Howard Hinners and Mr. Edward Greene of the Music department.

The Tuesday lectures will be based on the subject of social and ethical ideals in their relation to the given culture, and will include a lecture on "Culture and Social Action," by Professor Leland H. Jenks of the department of economics and sociology; on "Moral Values in the Light of Our Cultural Inheritance," by Mr. Gordon Wellmann of the department of biblical history; on "Cultural Conflicts of the Seventeenth Century," by Miss Grace Hawk of the department of English literature.

In relation to recent research and thought about man's physical and mental endowment, Miss Elizabeth Jones, of the department of zoology, will discuss, on Wednesday, "Certain Modern Biological Theories as Applied to Cancer Research," while Mrs. Edith Maliory, of the department of psychology, will lecture on "The Mathematics of Personality," and Miss Ruth Elliott on "Ideas and Ideals that Determine Aims in Physical Education."

"The Significance of Pacifism," by Miss Seal Thompson of the department of biblical history, "Coercion in International Relations," by Miss M. Margaret Ball, of the department of history and political science; and "National Attitudes in the Teaching

(*Continued on Page 6, Col. 4*)

DR. BURGESS TO LEAD SOCIAL STUDY GROUP

Noted Professors, Authors Will Leod Summer Institute in Study of International Politics

The Summer Institute for Social Progress, open to men and women of every vocation, will meet at Wellesley college from July 9 to July 23. According to faculty chairman John Stewart Burgess, the purpose of the Institute is the promotion of a better understanding of world economic and political issues.

Leaders of the Institute include Dr. Burgess, head of the department of sociology at Temple university; Mr. Alfred Sheffield, professor of group leadership at Wellesley and round table dean of the Institute; Max Lerner, editor of the *Nation;* Edwin L. Bernays, author and public relations counsellor; Joel Seidman, student secretary of the L. I. D.; Percy Wells Bigelow, professor of economics at the University of Buffalo; Leroy Bowman, director of the United Parents' Association of New York; Frederich Dunn, professor of international relations at Yale; Carl J. Friedrich, professor of government at Harvard; Clyde Miller, professor of education at Columbia; Ira De A. Reid, author and professor; and Tony Sender, former member of the German Reichstag.

"The World Drama" will be discussed the first week from the aspects of "Basic Trends that Led to the Present World Situation," "The World's Economic Dilemma," "Labor and International Relations," "Racial and Cultural Friction in the World Drama," "The Quest for National Security," and "Democracy and the International Scene." During the second week discussion will concern the role of the American citizen in the world drama.

STAGE

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CINEMA

COLONIAL—June 18: the Jones Family in *A Trip to Paris*
June 19-21: *Merrily We Live*, with Constonce Bennett, Brian Aherne; Lloyd Nolan in *Hunted Men*

COMMUNITY PLAYHOUSE—June 18: *In Old Chicago*
June 20-22: *The Baroness and the Butler*, with William Powell and Annabella; *International Settlement*, with Georges Sanders and Dolores Del Rio.

METROPOLITAN—Beginning June 16: *Josette*, with Don Ameche, Simone Simon, and Robert Young; *You and Me*, with George Raft and Syivia Sidney.

LOEW'S STATE—Beginning June 17: *The Toy Wife*, with Luise Rainer, Melvyn Douglas, and Robert Young.

KEITH MEMORIAL—Beginning June 16: *The Rage of Paris*, with Danielle Darrieux; *The Devil's Party*, with Victor McLaglen and William Gargan.

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1938's Parade of "Mosts" Continues to Reveal Characteristic Qualities

The press asked the time of Elizabeth Turner, the "Most Individual," and saw that none of the clocks was running. "I loathe clocks," she said. "I never wind them."

Her stand in regard to college activities was new to us. "I believe you can't keep friends if you take part in the same activities with them, so I have studiously avoided activities." The press eyed the crew sweater with its crossed oars. "Oh, I haven't kept friends in the things I am in. I have gained them only by keeping out of things."

Her future, like her hair, has a charming, individual twist. She seriously plans to raise elk back home in Colorado "for saddle purposes."

Gwendolyn Wilder looked charming in a flowered dressing gown and curlers. And to look charming in curlers is the final proof of a pretty face. 1938's "Prettiest" necessarily had a hard interview. Her own reaction to her honor was defensive. "It isn't my fault," she said. "I give the credit to my mother."

Asked about her parents' attitude, she quoted them as saying. "I guess she was worth our efforts."

"Gweny" is to be married this fall, but will use her beauty to other good advantage in modeling in New York.

Peg Miller was frankly puzzled. "My reaction? Just that it's all very funny. I can't imagine how I ever won the title 'Neatest.'" Then, as she recalled that people had often asked her why her hair was never mussed, we looked around the room. A pin was never neater. We saw a newspaper a little out of place in a level stack of dailies, and felt a great urge to straighten it.

The "Funniest" girl in the senior class balanced her tortoise-shell glasses half-way down her nose.

Mary Decker asserted her reaction in terms of humor. "The whole thing's a farce."

Her parents, she said, "just started laughing when they heard of it, because they thought the greatest joke was that I had been named the funniest."

She was a little vague about her future. The funniest girl in the senior class is a history major. "Pooh," however, declared that there was no doubt that "Decker" would follow in the footsteps of Fannie Brice.

About her particular interest she was particularly short-winded. "I'll bite," she said.

Charlotte Paul, voted *Most Likely to Succeed, Most Versatile,* and the *Best Dancer,* was carefully arranging flowers as she talked. "I am worried," she said, "about being able to live up to my reputation."

Charlotte is a composition major, but she holds that ability in a creative field is really universal, and can be applied in work of any artistic nature—whence her versatility,

(*Continued on Page 6, Col. 5*)

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Welcome to all who return this week to YOUR Wellesley. Won't you try to drop in -- if just to say "hello." It will be nice to see you again!
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WELLESLEY COLLEGE NEWS

1937 Member 1938
Associated Collegiate Press
Distributor of
Collegiate Digest
REPRESENTED FOR NATIONAL ADVERTISING BY
National Advertising Service, Inc.
College Publishers Representative
420 MADISON AVE. NEW YORK, N. Y.
CHICAGO - BOSTON - LOS ANGELES - SAN FRANCISCO

WELLESLEY, MASS., SATURDAY, JUNE 18, 1938

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Published weekly, September to June, except during examinations and school vacation periods, by a board of students of Wellesley College. Subscriptions, two dollars per annum in advance. Single copies, six cents each. All contributions should be in the News office by 11:00 A. M. Monday at the latest, and should be addressed to Martha Parkhurst. All advertising matter should be in the business office by 2:00 P. M. Monday. All alumnae news should be sent to The Alumnae Office, Wellesley, Mass. All business communications and subscriptions should be sent to the Wellesley College News, Wellesley, Mass.

Entered as second-class matter, October 10, 1919, at the Post office at Wellesley Branch, Boston, Mass., under the Act of March 3, 1879. Acceptance for mailing at special rates of postage provided for in section 1103, Act of October 3, 1917, authorized October 30, 1919.

The Living Wellesley

This week-end the return of the alumnae infuses new strength into the depleted student ranks. As eager to return to their *Alma Mater* as the exam-fagged students are to make a temporary departure, their presence serves as a reminder of the place they fill in the scheme of college life.

The years have seen middied maidens emerge from a somewhat chrysalid existence to one of great freedom. But the women of thought, action, and personality who return today are more than mere butterflies and bear witness that the start in creative living given them in college days has not been abandoned. The alumnae return to reunion with their points of view broadened by travel, tempered by experience, and refined in retrospect.

The swiftly rising frame of the swimming pool gives striking evidence of the material help which the alumnae give in making Wellesley a finer and more beautiful place. The mere fact that alumnae do return to Wellesley is indicative of the less tangible, but none the less valuable, support they bring. This impression is strongly reinforced each time the alumnae fall into groups holding Japanese lanterns, and sing again at the old chapel steps.

The number of women attending the Alumnae college to be held here at the close of the Commencement festivities points to a persistence of a healthy intellectual curiosity despite the three-meal-a-day bondage of housekeeping. Seniors, reluctant to bring to a close their four years of college, will do well to remember that they are not on the verge of solidifying into dead wood; they are graduating into a larger organic body of which they may be living parts.

Seven Good Years

With the passing of this academic year a brief, impressive chapter of Wellesley history draws to a close, a chapter that has extended through seven years of change, transition and constant progressive growth within the college organization. It is for just that length of time that Dean Coolidge has directed our academic scene. In the fall of 1931 Mary Lowell Coolidge came to Wellesley, bringing with her the rich experience of distinguished service at Bryn Mawr, Harvard, Radcliffe and Vassar, and an intense interest in educational problems that is peculiarly her own.

In the college archives Dean Coolidge's regime represents a period of deep study and careful revision. The present program of concentration, the plan of distribution of courses, and the modern language examination requirements have been formulated under her guidance. As chairman of the faculty committee on curriculum she conducted an elaborate survey of instruction to effect the pooling of interests of faculty, alumnae and students, a laborious undertaking that yielded statistical results of undoubted benefit to both present and future administrators.

Now, after seven years of highly constructive activity, Miss Coolidge has resigned as dean of the college. After a year's leave of absence she will return to continue her work as professor of philosophy. Those who have known her in the classroom rejoice in that prospect. But the greater number of Wellesley students, those who aren't immediately concerned with Dean Coolidge's accomplishments as an effective administrator or teacher, cannot help but feel a personal loss as she takes leave of the deanship. We do not often encounter the combination of a scholarly mind with the liberal attitude towards college problems and the generous personal interest in individual students that characterizes our present dean. Beyond her official capacity, in the social life of Wellesley she has made Oakwoods' hospitality a campus tradition, and those of us who have made her personal acquaintance will long remember the cordial atmosphere of the deanery.

On Dean Coolidge's departure we pause to wish her well, to assure her of a sincere welcome on her return to Wellesley, and to thank her for these seven years.

Civil Responsibility

Recently the most undignified interference of a group of men, according to reliable reports identified as members of the American Legion, prevented Norman Thomas from making a speech in Newark. This by no means unique incident, defended by Mayor Hague of Jersey City in a court case against the American Civil Liberties union, and, oddly enough, the C. I. O., comes as just one more jolt to our, by now, almost non-existent complacency regarding "undeniable" civil liberties.

When called on for our opinion, most of us champion the right of free speech. And yet, because it does not directly concern us, we read of the case in question with casual interest. This passivity, if we are self-critical enough, we shall recognize as not unlike the attitude we deplore in the population of Fascist nations. The incident mentioned we shall find has distinct analogies in these same countries.

The success of the doctrine of civil liberties, which the Hague case so grossly violates, resolves itself into not so much a matter of making sure of one's own rights, as it does limiting personal liberty to an extent that the rights of others may be possible. Only when we have recognized the implications of our theories of civil liberties, of the interdependence and hence limitations of those "liberties," the necessity for toleration of ideas not our own, only then will colleges as centers of liberal and intelligent thought, rather than romantic theorizing, become a reality.

On The Fence

by M. D, '39

I'm on the fence, I don't know where to turn.
On either side, it seems, I'll get a burn.
"Act your age," says the sage.

Nineteen it is, wise one, but how to act it—
There lies the question now. My brain I've racked it
For some light on this plight.

By smoking once I tried sophistication,
From mother came this hurt interrogation,
"Child, you dast? I'm aghast."

A child she calls me, so I ascertain
That at my age naiveté should reign;
But I'm wrong. Hear that gong.

From dad, "Your ignorance is simply galling
Of politics and science. It's appalling
How you gawk when we talk."

Still, when I venture an astute opinion,
I hear it said, "In her minute dominion
She can't know." What a blow.

And so if from this ageless fence I totter
On either side up to my neck in water,
Boy, it's hot, 'cause I'm not

A child, I'm not adult, I'm in between,
I'm in that awkward age they call nineteen
So help me!

FREE PRESS COLUMN

All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.

The Editors do not hold themselves responsible for opinions and statements in this column.

Contributions should be in the hands of the Editors by 11 A. M. on Monday.

Farewell To College

To the Wellesley College News:

I found this little clipping in a newspaper, and it sounds like a poem which may have been written by any Wellesley senior. I think a lot of them would enjoy reading it and so I would like to pass it on, especially at this point in the game.

It is called "On Leaving College."

One last remembering, one minute more,
One glance around my room, then break the spell
And pack away my books. No use to dwell
On winged hours passing—other girls before
Have said good-bye and softly closed the door,
Have looked down from this window, seen the swell
And fading out of sunsets, loved as well
As I the feel of misty nights, the muffled roar
Of trains through darkness.

Future days, I know,
Will hold as much of beauty. Come! strip bare
The shelves and tables. What's an ended year
With all of life before me? Bravely go
Along the empty halls, nor turn to stare
At ghosts of days, dear days, behind me here.

1938

NEWS NOTATIONS

Specialists In Nothing

Around exam time we begin to understand the definition: "A specialist is a person who knows very much about very little, and who, as time goes on, continues to learn more and more about less and less, until eventually he knows almost everything about practically nothing at all." Only we feel that we know nothing about nothing.

• • •

Athletics and Mathematics

A reversal of the traditional attitude towards athletics and the curriculum was expressed by Hiram Jones, director of the New York state Health and Physical Education division, when he announced the relaxation of the rigid rules and stated, "They don't bar a student from mathematics because he is not good at athletics, and they should not bar a student from athletics because he is not good in mathematics."

• • •

Aida Too Modern for Mussolini

Verdi's opera, *Aida*, can no longer be played in Italy because of the resemblance of the situation in the plot to that between Ethiopia and Italy today. Amonasro might well be Haile Selassie and Aida the Ethiopian slave girl captured by Egypt (Italy).

• • •

The Typical College Life

For the benefit of future generations, students at Bryn Mawr have placed within the cornerstone of the new Rhoads hall the objects which they considered most typical of college life—a lipstick and fountain pen as "daily aids to beauty and learning," a pair of socks, a bottle of coco cola, a hoop stick—silent testimony of the now abandoned custom of hoop rolling—a package of cigarettes, and an English paper with the comment, "This is contemporary," to show the cast of the student mind. What, no books?

• • •

The Vanishing American

The dying Indian is not dead. When John Collier suggested to an old Navajo chief that the youth of the tribe take courses in auto repair, the reply was, "What good will such work do our youths when the white man and his cars are gone?"

• • •

Lehigh Slackers Organize

At Lehigh university, students have expressed a new kind of pacifism by forming an organization called the Slackers of America, "conceived in horse sense and dedicated to the impregnable proposition that there can be no war if nobody shows up to fight it."

• • •

Swing Is Not The Thing

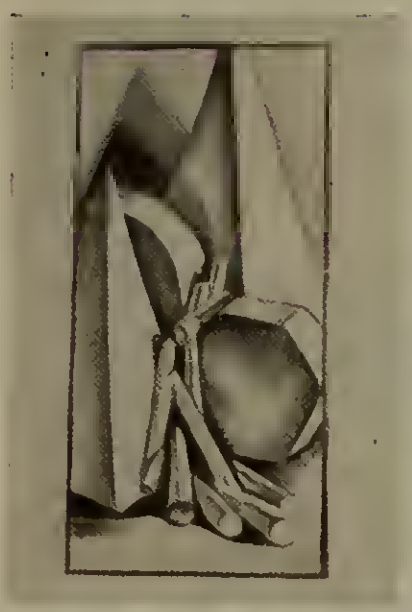
Real American "swing" does not exist in Europe, says a special correspondent to the *New York Times*. He declares, "The Englishman dances as one performing a serious duty but without enthusiasm. The Englishwoman is ever conscious that her hair must stay in order." In Germany, Dr. Goebbels, the minister of propaganda, bans this type of music as "immoral and ungermanic."

• • •

A New I. Q. Test

The general I. Q. test is obsolete, according to Dr. Louis Thurstone, University of Chicago psychologist. Lumping various abilities together, and calling them intelligence is too crude a measure. For example, a person can have a superior intellect but a poor memory. The fact that the work which people prefer doing is likely to correspond with their particular mental ability has valuable educational implications. It will be easier to find the occupation for which the individual is best fitted, and weak abilities can be improved.

Art Supplement



Top row: Form study, charcoal and chalk, Elizabeth Flanders '38. Portrait in clay, Emilie Little '39. Still life, oil, Mollie Sah '39. Brush and ink study of shadow, Marguerite Swift '40.

Bottom row: Still life, water color, Harriet Coverdale '41. Portrait in clay, Elizabeth Flanders '38. Portrait in clay in the manner of Lehmbruck, Lucy Garfield '38. Study in the manner of Matisse, Elizabeth Flanders '38.

Art page by Betty Kruskal

Art Exhibit Offers Student Selections

Show Displays Examples of Courses in Both History and Studio Technique

The student exhibition in the Art Museum gallery is the last and largest event on this year's calendar. The works overflow the main gallery and are hung in the lecture room and corridors as well. This year the showing is divided equally between laboratory studies from history courses and examples from the courses in studio technique. Therefore an understanding of the importance of the show depends on an understanding of the requirements and aims of both types of work.

ELEMENTARY STUDIO EXHIBIT

Elementary courses in both departments are intended to give an introduction to the various types of technique needed for more advanced study. In the first studio course a considerable amount of time is spent on charcoal drawing, beginning with studies from casts and progressing to drawing from a model. In the figure drawings action is the primary concern, since time does not permit a detailed study of anatomy. Another large port of the year is devoted to watercolor; monochrome studies of flowers to develop the student's sense of design and pattern as well as the importance of values in suggesting forms, and the next step is the use of full color. The still life illustrated on this page shows how the individual style of the student may find expression in this very adaptable medium.

The elementary studio course also spends a part of the year on sculpture. Confidence in the medium of expression and the development of artistic individuality are strikingly emphasized in this branch of the work.

The last quarter of the year is spent on the introduction to oil technique, considering problems of form, color, brushwork and light. The example of still life illustrated here is interesting also because the masks of which the composition is arranged were made by students of this course from previous years, for use in the annual Greek play. The landscapes as they are seen by each girl are hardly finished but unusual as elementary studies.

Another studio course takes up in a more intensive manner the problems of design and composition. Textiles, posters and designs for stained glass show the application of the basic principles considered.

LABORATORY TECHNIQUES

In the laboratory work of the history of art courses the necessary instruction in technique is intended from the beginning to promote better understanding of the styles and aims of the artists considered in class, and eventually to enable the student to work out special problems in connection with the lectures. Ink studies show the timid beginner the importance of bold construction in light and shade and help give her confidence in herself. The elementary modelling experiments help give her an understanding of important planes. Both of these methods are important in discussing the theory of art, to promote sympathy with the problems of the artists studied and to encourage the student in formulating standards of criticism. Studies in watercolor involve elementary considerations of color relationships.

In the secondary course 205, students learn to deal with the problem of expressing form in terms of the gradation of values. A sequence of problems is arranged, beginning with studies in black and white chalk on grey paper, represented by an illustration here. The next step is the introduction to oils by monochrome still life studies. These first oils help the student to overcome the terror which strange tubes of paint can produce. When she has more or less mastered one color in the difficult medium, the next step in the form of still-life studies in full color is accomplished fairly easily. Problems closely related to the subject-matter of the lectures are represented by the watercolor studies of medieval stained glass.

Problems in laboratory work are still more closely integrated with the subject-matter of the advanced courses. Experimentation in the styles and media used by the artists studied is featured. In some cases the medium used is one no longer in common use, as in the tempera studies done in the course in Florentine painting. Appreciation of the aims and ideals of an artist is encouraged by attempts at working out original problems in a particular style as well as by copying characteristic examples of it. The wash drawings in the style of Rembrandt and oils in the style of Cézanne or Matisse are important for the same reason, that they clarify the stylistic individuality of those artists. The original interior in the style of Matisse which is illustrated here shows how much the ideals of Matisse were appreciated and how they were effectively used. The student has an opportunity to work in a style to which she is sympathetic. Opportunities to do wholly original work are not featured in all of the advanced courses, but familiarity with the problems and solutions of past artists may be of great value to the student who intends eventually to do creative work of her own.

Characteristic advanced problems are the studies of the coloring of Peter Bruegel in the course in Northern painting. Pencil drawing is useful for stylistic notations and comparisons; the careful rendering of details encourages the development of an "eye for style."

STUDENTS' SCULPTURE WORK

The course in Renaissance and modern sculpture includes both relief work and sculpture in the round. An illustration of one of the most enlightening problems in the course appears on this page. In modelling a portrait head, students were given the choice of working in a purely individual style or of attempting to work in the style of one of the modern sculptors studied. The marked differences in the results show how the interpretation of the artist chosen was understood as accompanying his technique.

The studio courses at this college are not emphasized as much as they often are elsewhere; but the show as a whole, comprising both types of work, is a most gratifying one.

MISS A88OT PAINTS

Wellesley can boast of having its own artist as well as its own museum. This very unusual person is Miss Abbot, who retreated shyly into a corner as we advanced upon her. Though hardly recovered from doing her share of the work in hanging the student exhibition, she was cheerful and composed, and furnished us with the following tidbits of information: that she lived in Germany until she was about nineteen, and studied art there, not very seriously; that her family then moved to Boston, where she attended the Child-Walker school of design for four years; then she studied what is now her favorite kind of painting—landscape—with artists here and there, notably around Ogunquit. On a recent sabbatical year she went sketching in Italy. This summer she plans to stay home (Harvard, Mass.) and paint. The subject-matter of her home town she characterized most despondently as "desperately green." She didn't want to talk about her own work; but we know that she has watercolor landscapes hanging in various museums, even if she is modest about them.

Museum Holds Rich, Varied Collection

Having a permanent museum collection of art objects may be enjoyable in the abstract as well as extremely convenient for students of the history of art. The museum contains a variety of things: Egyptian jewelry from the New Empire, Hellenistic sculpture and 17th century Venetian paintings, a collection which serves to illustrate that although the collection is small, the range is a wide one.

TREASURES WORTHY OF STUDY

Every 101 student studies the Antioch mosaic and the Greek and Egyptian items from various periods. Almost every 205 student is familiar with the little early Corot, one of the most delightful pictures in the collection. But the dark little panel of *Adam and Eve and* God, by the Venetian painter Fouarini, is an inconspicuous and charming example of the seventeenth century Venetian intimate style, with all the Venetian richness of color and shadow. Anyone interested in English china will seek out the fine examples of Lowestoft ware, a style which for handsome simplicity has not, in our opinion, been surpassed in the last century and a half. Other and still less conspicuous treasures can be found if one is willing to make a leisurely tour of the gallery. Having objects like these so close at hand all year makes one take a certain pride of common ownership in them.

It will be noted that although the collection is a small one, everything in it has intrinsic value as it is related to the whole history of art. Gaps in the record are unavoidable; a museum is a luxury article, one expensive to maintain and not absolutely essential to study, when there are so many fine large collections near at hand. But when, from time to time, an object is added to the collection, it is a matter of general interest and pride to us all.

Calendar

Saturday, June 18: ALUMNAE DAY.
8:30 - 10:30 A. M. Alumnae Hall. Required rehearsal for Commencement for all candidates for degrees.
9:30 A. M. Class meetings. (Places to be announced.)
11:00 A. M. Alumnae Hall Auditorium. Annual meeting of the Wellesley College Alumnae Association.
1:00 P. M. Alumnae Hall Ballroom. Alumnae luncheon. Tickets, $1.50, may be obtained at the Alumnae Office.
*3:30 P. M. Tower Court Green. Alumnae parade. Prize awards will be given at 4:30 P. M. in the Greek Theatre, Alumnae Hall.
6:30 P. M. Class suppers. (Places to be announced.)
*8:00 P. M. Alumnae Hall. June Play. (See above.) No dancing.
*10:30 P. M. Chapel Steps. Gala step singing.
Sunday, June 19: BACCALAUREATE SUNDAY.
10:00 - 10:45 A. M. The Carillon will be played.
11:00 A. M. Memorial Chapel. Baccalaureate Service. Preacher, Dr. Charles W. Gilkey, Dean of the University Chapel, University of Chicago. (Admission by ticket only.)
*2.00 - 4:00 P. M. Sage Hall (departments of Botony and Zoology) will be open to visitors.
*2:00 - 4:00 P. M. Pendleton Hall (departments of Chemistry, Physics and Psychology) will be open to visitors.
2:30 - 5:00 P. M. The Art Museum will be open to visitors.
*3:00 - 5:00 P. M. The Treasure Room and the Plimpton Room in the Library will be open to visitors.
4:00 - 6:00 P. M. President's Lawn (Alumnae Hall in case of rain). President's Reception for alumnae, faculty, graduate students, seniors and their guests.
8:00 P. M. Memorial Chapel. Baccalaureate Vespers. The Wellesley College Choir will give a program including compositions by Palestrina, Bach, Mozart, Gretchaninof and Honegger.
Monday, June 20: COMMENCEMENT DAY.
9:30 - 10:30 A. M. The Carillon will be played.
10:15 A. M. Norumbega Hill. Commencement procession forms. (Academic dress.) Procession moves at 10:30 promptly.
11:00 A. M. Alumnae Hall. Commencement Exercises. Address by President Ernest Hatch Wilkins of Oberlin College.
12:30 P. M. Campus houses. Commencement Luncheon. (Admission by ticket only.)
*2:30 P. M. Faculty Tea Room, Green Hall. Annual meeting and tea of the Wellesley Students' Aid Society. All are cordially invited.
*3:00 - 5:00 P. M. The Treasure Room and the Plimpton Room in the Library will be open to visitors.
7:00 P. M. Alumnae Hall. Senior class supper.
NOTES: *Wellesley College Library, South Hall. Manuscripts and first editions of the works of Robert and Elizabeth Barrett Browning.
North Hall. June 13 - 25, exhibition of rare and fine books in the Plimpton Collection.
*Wellesley College Art Museum. Exhibition of students' work.
*Open to the public.

C. A. NOTES

C. A. AT O-AT-KA

Wellesley sent a large delegation to the New England Student Christian movement at Camp O-At-Ka, Sebago lake, Maine, this week. Edna Golding '39 is the leader. The other delegates: Mary J. Gilkey '38, Louise Tibbets '39, Marianne Robinson '39, Ruth Maynard '39, Margaret Martin '39, Marion Hayes '40, Margaret Hudson '40, Priscilla Pattison '41, Myra-Ann Graf '40.

Mr. Joseph G. Haroutunian will act as the new faculty member of the C. A. board succeeding Miss Katy B. George in this position.

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MR. A. NORTON RETIRES FROM EDUCATION POST

(Continued from Page 1, Col. 3)

ley to make a contribution to the general problem in the light of its own history, and a committee has therefore been appointed by the council committee on curriculum and instruction to consider what emphasis should be put in the years ahead on this aspect of the college program. This inquiry is particularly timely because, after twenty-six years as chairman of the department of education, Mr. Arthur O. Norton retires this June. To select his successor has been extremely difficult, since few candidates are qualified to direct the varied activities which have developed in the department. It is our hope that the study by the faculty of the whole problem of Wellesley's part in teacher training will point the way to the selection of a successor to Mr. Norton.

"In the meantime an interim appointment has been made. Mr. John G. Pilley, lecturer in education at Bristol, England, will be visiting professor for the year 1938-39. Mr. Pilley has been lecturing at Teachers college, Columbia university, this year, and has his leave of absence extended for one further year in order to be at Wellesley. Mr. Pilley's British background and training and his critical interest in America's educational theory and practice combine to make his point of view challenging and stimulating to American students."

The faculty appointments for 1938-39 are: in the department of art, Samuel Magee Green, A.B., has been named as instructor for the second semester. From the University of Wisconsin Delaphine G. Rosa, Ph.M., will come as a part-time instructor in botany. The chemistry department will include Catherine A. Branch, Ph.D., an instructor on part-time, and Genevieve Corbett, B.A., Assistant. In the department of economics and sociology Mary S. Branch, A.M., is to be an instructor, and Mrs. Olive Hughes Ryan, B.A., Wellesley '36, will be the department assistant.

Frederick B. Davis, Ed.M., the educational psychologist who is at the head of the remedial department in Avon Old Farms school, Conn., will come to Wellesley as a lecturer in the department of education. Named to an assistant professorship in the department of English composition is Charles Kerby-Miller. L. LeGarrec, Lecturer, and Elisabeth M. Rodrigue, Instructor, will augment the staff of the French department. Gwendolyn M. Carter, M.A., instructor, will teach courses in both history and political science, and Margareta A. Faissler, M.A., will be an instructor in history for the second semester. Melita A. Holly, B.A., '32, will be an instructor in the department of mathematics for the first semester.

During 1938-39 Mlle. Nadia Boulanger will again hold the Mary Whiton Calkins professorship in the department of music. Instructors who have been appointed to that department are Grosvenor W. Cooper, A.M., and Margaret M. Macdonald, B.A. Formerly a psychologist for the TVA, Elizabeth Fehrer, Ph.D., will be an instructor in the department of Psychology. A part-time instructor in the department of physics is Mary L. Barrett, M.S., and Katherine M. VanHorn, A.B., is department assistant. Laura de los Rios, daughter of the Spanish ambassador in Washington, is coming to Wellesley as an instructor in the department of Spanish. Mary Sears, Ph.D., who has assisted Professor Bigelow at the Woods Hole Oceanographic Institution, has been named instructor in zoology.

Members of the faculty on leave of absence during 1938-39 are as follows: Mary L. Coolidge, dean of the college and professor of philosophy, and Anita Oyarzabal, assistant professor of Spanish, will be absent for the year. For the first semester Professor John C. Duncan of the department of astronomy, Bernard C. Heyl, assistant professor of art, and Assoc. Professor Marion E. Stark of the department of mathematics have been granted sabbatical leave. Assoc. professor W. Alexander Campbell of the department of art, Professor of chemistry Helen S. French, Professors Laura H. Loomis and Annie K. Tuell of the department of English literature, and Professor Judith B. Williams of the department of history will be away on leave during the second semester.

Faculty promotions effective at the close of the academic year 1937-38 include: assoc. professor to professor, Bertha M. Stearns; assistant professor to assoc. professor, Grace E. Howard, Helen T. Jones, Helen W. Kaan, Ruth H. Lindsay, and Dorothy M. Robathan; instructor to assistant professor, M. Margaret Ball, J. Philip Hyatt, Elinor M. Schroeder; assistant to instructor, Alice M. Dowse, Samuel L. Thorndike.

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SOPHOMORES RECEIVE ORAL CONTEST HONORS

The French department held an oral contest Wednesday, June 1. The first prize of ten dollars was won by Lucile Sheppard '40, and the second prize of five dollars went to Margaret de Almeida '40.

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DR. COOLIDGE TO STUDY FOR YEAR

(Continued from Page 1, Col. 2)

for over there spring is far superior to a summer vacation."

Her own emotions on resigning from the deanship Miss Coolidge did not mention. But one who attended Tuesday morning chapel service, led for the last time by Mary Lowell Coolidge, dean of Wellesley college, is free to formulate her own conclusions from the selection from Blake's *Auguries on Innocence* which Dean Coolidge read at that time:

"—Under every grief and pine
Runs a joy with silken twine.
It is right it should be so;
Man was made for joy and woe,
And when this we rightly know,
Safely through the world we go."

ALUMNAE WILL PARADE TO SHOW ORIGINALITY

(Continued from Page 1, Col. 5)

beach coats with yellow hats and shoes.

Members of 1937 will strike a modern note when they appear as "the apple of Wellesley's eye," dressed in "Big Apple" costumes—red oilskin capes and little caps. They boast that their costumes cost them only ninety-six cents.

The parade will wind towards the new swimming pool where some of the trustees and alumnae will aid in laying the cornerstone at a dedication ceremony.

ALUMNAE WILL ATTEND VARIOUS DISCUSSIONS

(Continued from Page 3, Col. 3)

of History in the Schools," by Professor Edward E. Curtis, of the department of history and political science, will be lectures dealing with the general subject of coercion and its limits of validity in social sanctions, Thursday, June 23.

The Alumnae office will supply any further information desired.

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(Continued from Page 3, Col 5)

she feels, is explained. "The only difficulty there," she decided, "is mastering the medium."

She aims toward the editorship of a magazine but any creative literary work will appease her for the time, she said.

Katherine Campbell, 1938's *Most Dated*, hurried mad-cap about the room getting ready for something important that night.

"It was terrible!" she laughed, "the worst thing that ever happened to me. And I've been a gazelle, a moonbeam, and a devil here in the past." She defended herself on the score that her home is in Cambridge, and because she is often there ("strictly to study") the obvious inference has become usual.

Her family, she said, "was very nice about it—but there was an undercurrent."

Kay plans to study medicine in Scotland, even though her major here is Composition. She indicated no application of her title there. When the names of the "Mosts" were published she received six telephone calls. Each young man said, "Kay—I know how busy you must be, so I'm not going to ask you out this week."

"It has ruined my chances," Kay concluded. "No one will ask me out any more." And she turned to add the finishing touches for the evening.

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